

## SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



### **Electronic Application Process**

Applicants are **required** to complete and submit the application, including all required attachments to:

**hatfieldt@michigan.gov**

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

### **Contact Information**

All questions related to the preferred provider application process should be directed to:

Anne Hansen  
Consultant  
Office of Education Improvement & Innovation  
OR

Tammy Hatfield  
Consultant  
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: hatfieldt@michigan.gov

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

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1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

<b>Exemplar</b>	<b>Total Points Possible</b>
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
<b>Total Points Possible</b>	<b>100</b>
<b>Minimum Points Required for Approval</b>	<b>70</b>

**Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.**

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1	15 points	
Section 2	10 points	
Section 3	10 points	
Section 4	10 points	
Section 5	10 points	
Section 6	10 points	Section 6 must be completed by all applicants.

## APPLICATION OVERVIEW

**The Application is divided into four sections.**

**Section A** contains basic provider information.

**Section B** requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

**Section C** contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

**Section D** Attachments

## SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<b>1. Federal EIN, Tax ID or Social Security Number</b>		<b>2. Legal Name of Entity</b>	
[REDACTED]		M.A.D.E. Training & Consulting, Inc.	
<b>3. Name of Entity as you would like it to appear on the Approved List</b>			
M.A.D.E. Training & Consulting, Inc.			
<b>4. Entity Type:</b>		<b>5. Check the category that best describes your entity:</b>	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
<b>6. Applicant Contact Information</b>			
Name of Contact Glynis J. Thornton		Phon3: 313-318-6687 248-595-8055	
Street Address 17515 W. 9 Mile Road, Suite 180		Fax 248-595-8066	
E-Mail makingadifferenceeveryday@netscape.com		City Southfield	
		State MI	
		Zip 48075	
		Website	
<b>7. Local Contact Information (if different than information listed above)</b>			
Name of Contact		Phone	
Street Address		Fax	
E-Mail		City	
		State	
		Zip	
		Website	
<b>8. Service Area</b>			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
X Statewide			
Intermediate School District(s):		Name(s) of District(s):	

## 9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: Detroit and Inkster

In what capacity are you employed or do you serve (position title): Contracted Vendor/ Consultant

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

**IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

## SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

**Instructions:** Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

### **Exemplar 1: Description of Comprehensive Improvement Services** ***(25 points possible)***

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.



**Exemplar 1 Narrative Limit: 4 pages (insert narrative here)**

**INTRODUCTION:** M.A.D.E. (Making A Difference Everyday) Training & Consulting, Inc. is a comprehensive learning organization and full service supply vendor that employs best practices, research, science and evidence based reform models in the field of education. In addition to providing training and consulting to educational agencies, we employ Transformation and Turnaround school reform specialists who are experts in school-wide reform and career and college readiness. Among our many offerings, we are a reputable vendor for school supplies, uniforms and supplemental teaching material that serve as interventions in math and reading. Our focus has been on the urban environment with specialization in conflict resolution, parent engagement, curriculum support in reading literacy and writing, after-school tutorial programs, SES programs, career and college readiness and staff development training. We have over 20 years of experience in training and development and personal enrichment programs for youth and young adults. Over the past five years we have added the sale of supplies and educational goods to our catalogue of services.

We have served as a provider for after-school enrichment programs and develop continual after-school components that are in alignment with the state's common core standards and crosswalk to the Michigan Grade Level and High School Content Expectations. With regard to this component, we assist schools in the science of teaching and learning based on approved *What Works Clearinghouse* strategies.

In addition to this, we have provided effective training to parents and staff. Our parent workshops provide a wrap-around service at the local school level that engages parents and provide training and skills to make them productive citizens and contributors to society and the school community. Our parent engagement program has evidenced remarkable successes in inner-city middle and high schools where involvement had traditionally been very low.

**Our company** has had success in enhancing learning environments that included at-risk, special needs and low-income students. Continuous research and evaluative measures enhance results for local education agencies (LEA's) that contract services. Our programs assist schools in implementing and maintaining a learning system that meets the needs of unique populations, while maintaining relevance, rigor, and relationships to the curriculum and customer (i.e. students and parents). Our processes are multi-faceted--- in that we have over 20 years of experience in assisting schools and parents in the social, emotional, and cognitive growth of students.

Evidence **support** that M.A.D.E. has been effective in its ability to catalyze school improvement efforts and provide effective **support** in the areas of building school/community relationships, providing training and professional development that **supports** teaching and learning in the classroom, developing effective conflict resolution programs that restore positive cultures, using a **positive behavior support system**, and climates to the school and parental engagement through training. We work to assist schools by **enhancing its governance structure and organization** for continued sustainability and job embedded professional development.

We specialize in after-school programs and have served public schools in districts such as Detroit, Inkster, Pontiac and Highland Park for over 20 years. Among the many services that we provide,

our after-school programs are most extensive, because we offer over 20 programs for after-school in the areas of youth development, technology, and enrichment. Our services include specific focus on science, mathematics, technology, reading literacy and other core areas. In addition, while we regularly staff a full complement of employees, we also maintain a part-time staff of educators who demonstrate mastery in all offered content areas. We believe that the successful transfer of any specific content rests on the staff's ability to deliver it effectively. M.A.D.E. employs highly qualified staff whose skill-set is not only commensurate to the programs we offer, but who have completed a successful lesson demonstration.

M.A.D.E. employs, in all of its services, the *Whole Child/ Whole School Approach* in all of its programs, which includes elements of the *Orchard Learning/EdOptions* evidence-based methods. These approaches are research and evidence based in:

- Addressing literacy
- Engaging, supporting and connecting parents and families in learning
- Addressing Inclusion and Special Needs students
- Creating a safe and healthy environment through effective conflict resolution programs

Taken together across all five tenets and the central necessities of collaboration, coordination, and integration, our indicators related to each whole child tenet may serve as a needs assessment, set of strategic goals and outcomes, framework for decision making, or the definition of what a whole child approach to education truly requires.

Our processes for providing support include (but is not limited to the following):

**1. Building and Maintaining Appropriate Collaborative Stakeholder Support for Each School**

Our objective is to support the needs of LEA's based on Comprehensive Needs Assessments indicated. The stakeholders required to effectuate change are drawn from the community and centers of power of authority such as the school district, local school administrations, parental liaisons, and community leaders.

**2. Evidence-Based Integrated Student Support Services Based on CNA**

**3. Targeted Prevention and Intervention Services**

- a. Conflict Resolution
- b. Reading Literacy
  - 1. After-school tutoring
  - 2. Staff curriculum support

**4. Whole Child Engagement**

- a. Parental Engagement
  - 1. Parent trainings and workshops
  - 2. Parent Network Program (includes job-readiness and parenting support)
- b. Student Support
  - 1. Connection to the world beyond the classroom
  - 2. Positive Reinforcement

3. Self-Efficacy training for students and parents
4. PBS (Positive Behavior **Support Systems**)

### **Making A Difference Every Day Model of Excellence**

M.A.D.E. seeks to help schools support teaching and learning by educating the whole child. Our program has been successful in providing service and support to schools with at-risk populations for many years. We provide comprehensive in school and after-school services that meet the needs of the “whole child” living in an urban and often impoverished environment. Our practices are research-based and deeply rooted in the capacity to nurture and motivate resiliency in students. Our approach and program development are data-driven and successes can be attributed to the following model of excellence:

#### **1. Our TEAM**

M.A.D.E. places up to 30 young adult full-time, professional, diverse employees in 10 months of full-time service to children in high-poverty urban schools in Detroit and Inkster. Each serving 20+ hours/week as in-school tutors, mentors and role models. These diverse young adult leaders help to improve student achievement, and transform schools and the surrounding neighborhoods.

Our office, made up of 9 full-time, college-educated workers ensure that each site is adequately staffed with trained and competent staff. They also monitor processes and collect data for decision-making and program adjustments. These individuals are experts in varying fields such as business, education, social work, and psychology. Together, the team works to create effective programs, supported by research to address the dilemma of urban education.

#### **2. Use of Total Quality Management System**

To continuously improve our programs, M.A.D.E. supports the idea of *Whole Child* learning and support services as a business and provides this service through Total Quality Management. Total Quality Management or TQM is an integrative philosophy of management for continuously improving the quality of products and processes. In this respect, we operate on the premise that the quality of products and processes is the responsibility of everyone who is involved with the creation or consumption of the products or services offered by an organization. In other words, TQM capitalizes on the involvement of management, workforce, suppliers, and even customers, in order to meet or exceed customer expectations.

#### **3. Effective Planning**

In an effort to bring the most current research to LEA's, our team participates in on-going training and attend conferences to plan effectively to meet the needs of schools. As a team, we develop plans and programs that are tailored to address the needs of schools as listed in school improvement plans, CNA's, and student, staff and parent surveys.

#### **4. Research and Evidence Based Programs**

*Whole Child Approach* and *Orchard Learning/ EdOptions* Programs and software are evidence-based programs used in all aspects of M.A.D.E. program design and implementations, because

they address the affective and cognitive domains of learning, are technology interfaced and have proven success rates across the country. These programs provide more solutions to keep students engaged in the process of learning with successes.

## 5. Monitoring and Evaluation

Programs are monitored weekly to ensure that services are implemented effectively. Staff work in concert with parents and school leaders to evaluate the effectiveness of service. Data used for evaluation includes student, school staff and parent surveys, student records, such as report cards and student code of conduct violations, attendance reports, etc.

M.A.D.E. staff coordinator conducts site visits weekly to ensure that programs are being implemented with fidelity. School leadership is given regular reports on program status. This includes strengths and weaknesses of the program based on participation.

A coordinator will assess the student for the **support systems** needed, set goals for support services, connect services with the student and monitor progress toward the achievement of pre-determined goals related to one or more of the following: increasing graduation rate, decreasing dropout rate, improving school behavior, decreasing suspensions, decreasing high risk behavior, increasing promotion rate, improve attendance, improve academics, improve attitude and commitment. Regular monitoring, re-evaluation, and service redirection is documented.

For academic enrichment programs such as after-school tutoring, measurable learning objectives will be based on pre- and post-tests given to each student using the Star Reader and Star Math. These assessments have been adopted by districts such as the Detroit Public Schools and have proven track records for assessing student competency levels and growth. In our academic programs, students are provided with an individualized learning plan that outlines specific learning goals. It is expected that all goals will be reasonably accomplished within the timeframe of contracted services. The plan goals are specific and serve as a foundation for designing a teaching plan for each tutor to use for students in his/her membership.

## 6. Parent Involvement

Parental involvement programs have been very successful. Contracted services consist of assigning an engagement officer to a school who works closely with local parent organizations and school administrative personnel to design workshops, seminars and activities that elicit parental involvement in the schools. The program is monitored by M.A.D.E. staff and program effectiveness is determined by feedback, surveys, and involvement data.

## 7. Delivery Systems

M.A.D.E. has developed strong operating systems and processes to effectively and efficiently deliver and support our clients. We use a multitude of mediums to successfully deliver our services to schools in an effort to support teaching and learning in the classroom. We are **equipped to recruit the best educators to work** within our programs and have expanded our

services to include the integration of **technology such as wireless tablets, smart boards, document cameras and software**. We are highly skilled in creating **individualized learning plans for every student** and have work with school administrators to facilitate **individualized development plans for teachers**. In sum, M.A.D.E. employs systems thinking that makes our program sustainable, replicable and efficient.

## **8. Job-Embedded Professional Development**

Our company works with our partners/clients to establish professional development objectives that are in alignment to their school improvement plans, common core standards and ACT college readiness standards (where appropriate). We provide web and on-site training to teachers and parents. Site managers go through an intense certification process to support the school's endeavors for teaching and learning.

**Job-embedded professional development (JEPD) takes place inside of the individual schools. It encompasses teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of M.A.D.E. staff helping teachers assess and find solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). Job-embedded professional development is intended to be a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality job-embedded professional development is the impetus of M.A.D.E and our process is also aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).**

**Job-embedded professional development is flexible and can be undertaken alone, with one-on-one guidance, and in teams. Our process varies in the extent to which it is more or less situated inside classrooms and schools.**

**Best practices are very closely aligned with the reform-oriented professional development described in the literature (Ball & Cohen, 1999; Darling-Hammond & McLaughlin, 1995; Desimone, Porter, Garet, Yoon, & Birman, 2002; Peneul, Fishman, Yamaguchi, & Gallagher, 2007; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).**

**Although JEPD can be undertaken by a teacher alone, a view of professional knowledge as social, situated, and distributed among colleagues undergirds JEPD (Putnam & Borko, 2000). In other words, in JEPD, teachers' professional development is largely a product of formal and informal social interactions among the teachers, situated in the context of their school and the classrooms in which they teach and distributed across the entire staff. If implemented and supported effectively, JEPD has the potential to contribute to the development of all teachers within a team or school by generating conversations among teachers about concrete acts of teaching and student learning (Wei, Darling-Hammond,**

Andree, Richardson, & Orphanos, 2009).

In JEPD, teachers primarily draw from the professional knowledge that exists in their own school and among their colleagues (Wei et al., 2009), which is informed by other professional development opportunities that help teachers learn research-based practices (Killion & Roy, 2009; Lieberman, 2000). JEPD may consist of departmental, cross-departmental, grade-level, or “vertical” (i.e., across grade levels) teams of teachers engaging in “interactive, integrative, practical, and results-oriented” work (Fogarty & Pete, 2009, p. 32). Activities include designs such as mentoring; coaching; lesson study; action research; peer observation; examining student work; and virtual coaching, which consists of teachers using a “virtual bug-in-ear” technology to receive feedback from a coaching teacher during real-time instruction (Rock, Gregg, Gable, & Zigmond, 2009). Professional learning communities (i.e., structured time for teachers to come together and discuss issues of teaching practice and student learning) can be forums for job-embedded professional development.

### **Exemplar 2: Use of Scientific Educational Research** **(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

**Exemplar 2 Narrative Limit: 3 pages (insert narrative here)**

*Whole Child Approach, Orchard Learning/ EdOptions and Supportive Schools* Programs are evidence-based programs used in all aspects of M.A.D.E. program design and implementations, because they address the affective and cognitive domains of learning and have proven success rates across the country. Within the context of our services to Detroit and Inkster Public Schools, we have data to support that the Whole Child Approach and Orchard Learning/Educational Options technology programs, coupled with our engineered conflict resolution, academic tutorial, and self-efficacy programs have been successful in keeping at-risk and urban youth “on track” in these populations and provides targeted instruction in reading, language arts, writing, math, and science.

According to comprehensive studies in multiple urban high poverty school districts there are three key “off-track” indicators that predict student success in school:

1. Attendance – Secondary students who miss even 10 or more days in a year are at increased risk of falling off the path to graduation. Students who miss 20-30 or more days of school in a year between the 6th and 9th grade (for other than one-time health reasons) seldom graduate. In school districts that serve high poverty populations it is not uncommon for twenty, thirty and even forty percent of more of students to exhibit this level of absenteeism in the middle and high school grades.
2. Behavior – While out-of-school suspensions can be highly predictive of student drop outs, so can sustained mild misbehavior-(e.g. not completing assignments, acting out in class, getting in disagreements with teachers).
3. Course Failure in Math or English – Students who fail mathematics, English or any two courses in a given year between 6th and 9th grade are at high risk of dropping out. Course failure is a better predictor of graduation outcomes than test scores and typically co-occurs with either poor attendance or behavior.

Students in high poverty environments who exhibit even just one of these off-track indicators between the 6th-9th grade typically have not more than a 25% chance of graduating, and collectively about 80% of eventual dropouts send one or more of these distress signals between the 6th and 9th grade. In the high schools that produce most of the nation’s dropouts and the middle grade schools which feed them, it is common for hundreds of students to send these distress signals. Reducing the number of students exhibiting these “off-track” indicators would mean more children attending school, succeeding academically and, therefore, becoming far less likely to fail or drop out.

(Stine, M. (March, 1990) Do your students a favor and get tough on truants. *The Executive Educator*, 12(3), 12-29).

*Supportive Schools Data*

In addition to improving students' academic performance, research shows that supportive schools also help prevent a host of negative consequences, including isolation, violent behavior, dropping out of school, and suicide. Central to a supportive school are teachers, administrators, and other caring adults who take a personal interest in each student and in the success of each student.

#### What the Data Tell Us

- Learning environments that focus on caring student-teacher relationships, students' social and emotional needs, and high expectations result in students who perform better academically; are more likely to attend school; and have significantly lower rates of emotional distress, violence, delinquency, substance abuse, and sexual activity (Collaborative for Academic, Social and Emotional Learning, 2008).
- When asked to identify words or phrases that best described the teacher who had the most positive influence in their life, people in the United States responded with the word *caring*, followed by *encouraging*, *interesting*, *personable*, and *of high-quality* (Bushaw & Lopez, 2010).
- A student-counselor ratio of 250 to 1 is recommended by the American School Counselor Association, though the nationwide average is 460 to 1 (Johnson & Rochkind, 2010).

Our programs have often exceeded the expectations of schools due to the extensive efforts and wrap-around services that we provide to ensure that there is active engagement of parents so that there is a continuum of learning and emotional support to students beyond the school day. Our “family style” settings provide students with the nurturing environment necessary to foster a sense of safety, encouragement, and growth. Students receive a meal courtesy of our company, which is used as a safeguard to address the levels of poverty in communities that we serve.

While many programs are engineered by M.A.D.E. (i.e. conflict resolution, parent engagement, etc.), we have adopted core principles and approaches of *Whole Child* and the use of *Orchard Learning/EdOptions* to advance learning of students. The use of these programs are accompanied with their own sets of data that will follow; however, data collected from our use of them include:

- Improved attendance by 25% in schools we served in from 2010-2011, among these schools were Denby High School, Kettering High School and Ann Arbor Trail
- Improved student performance in 43% of the student population in 2009, where Finney students' mean GPA rose from a 1.50 in 2008 to 2.7
- Reduction in student code violations (which includes fights) by nearly 70% at Denby High School that was once considered the worst high school in the Detroit Public Schools (2009). Our conflict resolution program charted a reduction in gang activities and violent crimes that were a school community concern prior to program implementation. At Palmer Park Preparatory fights reduced by 42%
- Increased parent participation in all schools where workshops and parent engagement



specialist were placed by 30% in 1-school year

### *Orchard Learning/ EdOptions*

Orchard is considerably a big achievement solution for at-risk students. More than 8,000 U.S. educational entities use Orchard. While our focus is urban learners, Orchard participants are rural, suburban, and urban. Orchard Programs helps consultants such as M.A.D.E. work with schools seeking school improvement to:

- Implement RtI
- Prepare for high-stakes tests
- Predict state test achievement
- Assess student knowledge
- Provide targeted instruction
- Monitor student progress
- Gather and analyze results instantly
- Make data-driven decisions
- **INCREASE STUDENT ACHIEVEMENT**

It has been tested over time by millions of students with proven results in raising test scores and data evidence the pedagogical underpinnings and provides evidence of success.

### *Conflict Resolution*

We have worked within the Detroit Public Schools offering effective conflict resolution has resulted in:

- A reduction in violence in schools and cyber-bullying
- Increased self-efficacy
- Improved student affect

In 2009, M.A.D.E. began services and consulting to Denby High School in Detroit which was classified as the district's worst high school. Denby had a declining population of >700 students. After implementing sound conflict resolution programs and training Denby staff and administration in strategies, Denby's code violations decreased by 42%. In our third year of providing services, Denby's safe environment has attributed to its increased enrollment ranking it as the 2<sup>nd</sup> largest school in DPS after Cass Technical High School.

### *Spotlighting Specifics by Combining Focus Questions with KWL*

All literacy processes incorporate the K-W-L strategy. Statistics (see *The Reading Teacher*, 1995, pp. 542-543), suggest that it is for developing comprehension and helps students relate what they know to what they read, hear, or view. Teachers and students are taught the three steps of this procedure: activating what we Know, determining what we Want to learn, and assessing what we Learned. According to *Journal of Reading*, 2000, this strategy can be

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implemented at all levels with almost any subject matter.

### *Whole Child Approach*

A California Department of Education report on the Whole Child Approach (2005) summarizes much of the research related to student health and academic success, citing direct links between physical health and academic progress:

- Students have better grades and attendance when their health needs are met.
- Investing in children's physical health needs promotes learning over the school years and has profound effects on school readiness and early learning.
- Increases in physical education time concomitant with reductions in academic instruction time have favorable effects on students' academic achievement.
- Schools with available health services promote student achievement through lower absenteeism and dropout rates as well as improved gains in and student attitudes about learning.
- Substance abuse, lack of breakfast, the availability of illicit drugs on school property, and a perceived lack of safety at school have particularly strong relationships to students' poorer school performance.

### Additional Whole Child Approach Data

- 66 percent of surveyed students reported being bored in every class or at least every day in school. Of these students, 98 percent claimed that the material being taught was the main reason for their boredom; 81 percent thought their subject material was uninteresting, while two out of three students found that the material lacked relevance.(Yazzie-Mintz, 2010).

Communities worldwide have adopted a whole child–whole community approach. The Model Schools for Inner Cities Initiative in Toronto makes the school the hub of the community for education and community health. At the Yukon's Whitehorse Elementary, an innovative community partnership focuses on removing barriers to learning that stand outside the school walls. The United Kingdom's Priory Lane Junior School—designated as “outstanding” by Ofsted, the official inspectorate for children and learning in England—emphasizes both high expectations and developing social and emotional competency.

In the United States, the Illinois State Board of Education (ISBE) includes in its state learning standards performance indicators in the traditional academic areas assessed through the No Child Left Behind Act, and adds to those indicators for physical development and health, foreign language, fine arts, social and emotional learning, and measurements of the educational environment of each school, which includes the elements of Whole Child/Whole School designs.

Continued accountability rests with the following:

- Benchmark testing where applicable for academic programs.
- Conducting empirical industry research to align objectives.
- Development of logic models.

- Program designs based on criterion-referenced instruction.

**Exemplar 3: *Job Embedded Professional Development***  
**(15 points possible)**

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff

**Exemplar 3 Narrative Limit: 2 pages (insert narrative here).**

**Job-Embedded Professional Development:**

M.A.D.E. maintains that the most successful job-embedded professional development models be in place for all of its staff (full-time, part-time and sub-contracted personnel) in order to successfully support the principals, school leadership teams, teachers, support staff, and parents. In this respect, all stakeholders receive the essential training in best practices to support teaching and learning in the classroom, school community and beyond the school day as a continuum of learning at home.

The nucleus of our job-embedded professional development is designed to ensure sustainability and organizational success, we work to establish and solidify school organization and governance in an effort that all stakeholders are properly in-serviced on how to support teaching and learning across the gamut. To ensure teacher and leader effectiveness, we focus on classroom management tactics, retention and incentive strategies, and instructional techniques designed to help teachers and school leaders improve student outcomes. These strategies are evidence based strategies that are part of *What Works Clearinghouse* catalog of reviewed and approved best practices.

Professional development and product training is an on-going process. Our professional development is about more than just training in the use of our products and services, **but making progress a continuum beyond our contracted service period.** We will present data in formats that help schools assess and meet district, school, teacher and student needs by:

- Identifying subgroups at risk in order to develop appropriate interventions
- Use data informed instruction for focusing students where they need to be and save valuable time
- Zero in on skills that need remediation to meet state requirements
- Monitor assessment and content scores, time-on task, growth, and more.

Our staff members who provide services in the schools also provide consulting in school-wide trainings, workshops and staff meetings as appropriate. This involvement enables staff to assist in school reform. In this respect, professional and personal development are provided in the following manner:

**Principals:**

Principals are trained in best practices used by M.A.D.E. in an effort to build capacity within their schools and to maintain a level of competency in programs offered.

**School Leadership Teams:**

School Leadership Teams are provided with in-service on program models germane to addressing the needs within the school improvement plan and CNA (e.g. parental involvement, conflict resolution, etc.)

**Teachers:**

Teachers are provided with strategies that support teaching and learning in the classroom. This includes conflict resolution, self-efficacy among students and curriculum support)

**Instructional needs are based on student data, teacher surveys and feedbacks and information collected from the school's CNA (comprehensive needs assessment). In this respect, information is collected and teachers and administrators receive an opportunity to learn new information, best practices and skills that will increase their students' successes.**

**Teacher Opportunity to Learn**

**Similar to students as learners, teachers as learners benefit from multiple opportunities to learn. Those opportunities are created when teachers are afforded the time, space, structures, and support to engage in JEPD. M.A.D.E. provides this support by working with administrators to eliminate excessive paperwork and other non-instructional duties for teachers; coordinating teacher schedules; clarifying goals, outcomes, and priorities of the JEPD; and assisting in collection of valid student and teacher performance measures (Hawley & Valli, 1999).**

**Moreover, because the school's professional culture significantly affects teachers' opportunity to learn. We help school leaders to become instrumental in fostering an organizational culture of continuous learning and teamwork through venues such as professional learning communities and professional norms, including, for example, open-door policies for observing each other's classrooms. In addition, JEPD produces enduring effects when it is matched to the school curriculum, state standards, and assessment of student learning; is compatible with daily school operations; and is framed to address the particular instructional needs of a teacher's given assignment (Blank & de la Alas, 2009; Wei et al., 2009), this is the objective of M.A.D.E. as an educational consultant and partner.**

**Research-based knowledge about how adults learn also should inform the design of any effective professional development effort, particularly JEPD (National Staff Development Council, 2001). Adults learn best when they are self-directed, building new knowledge upon preexisting knowledge, and aware of the relevance and personal significance of what they are learning—grounding theoretical knowledge in actual events (Bransford, Brown, & Cocking, 2000; Knowles, Holton, & Swanson, 1998). Therefore, we implement effective professional development that begins with an analysis of school needs in terms of both student and teacher learning based on formative evidence of their performance. Through an analysis of these data, learning goals can be developed and aligned with JEPD methods. Powerful and practical connections also can be made between district and school improvement plans and JEPD, resulting in greater coherence across the system. These locally based plans show that JEPD is highly conducive to adult learning through its focus on concrete acts of teaching that are highly relevant to teachers while requiring their active participation and construction of professional knowledge.**

### Parents and Support Staff:

Parents and support staff receive training on how to enhance the students' learning experience through academic and emotional support. This subgroup is taught the importance of their roles and how to be successful teachers.

### ***Content Delivery Systems:***

Staff are involved in on-going training to deliver instruction in the following:

- Conflict Resolution
- Parental Engagement
- Staff Development and Curriculum Training
- Self-Efficacy
- After-School Tutoring

Particular methods of instruction using best practices and current research are a part of a weekly debriefing during M.A.D.E. staff meetings to ensure that delivery systems increase student achievement.

Staff also conduct “train-the-trainer” workshops that train school personnel and parents in processes that provide sustainability beyond the contracted service period.

### ***Data Driven Decision-Making***

Student data assessment is monitored quarterly and adjustments to programming are made as necessary. Regular email and phone correspondence between the site staff and administrative staff is encouraged and expected.

Formal and Summative assessments in the form of pre- and post-tests are often used to determine program effectiveness and needs for modifications. Other evaluations are charted through surveys, feedback and student performance data (when applicable).

### ***Student Accountability & Stakeholder Connect***

We serve as developmental advocates of students in a manner that places the central focus back on the learner by all stakeholders, including parents. Forums that provide outlets and input of the “state-of-the-family” in local communities have been previously held in order to establish meaningful dialogue and action on raising children to be productive adults.

### **Continuum Snap-shot of Learning Opportunities for Professional Development**

Administrators	Teachers	Parents
Developing IDP (Individual Learning Plans) for staff	Developing Individual Learning Plans (ILP's) for students	Monitoring the student's learning
Monitoring and Supporting Teaching and Learning in the Classroom	Using the Common Core Standards and technology in the lessons	Learning continuum beyond the school day
Building Collaborative Communities with All Stakeholders and Parents	Differentiated Instruction	Parental Development

#### **Exemplar 4: Experience with State and Federal Requirements (15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 ( differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)



**Exemplar 4 Narrative Limit: 2 pages (insert narrative here)**

M.A.D.E. has had extensive experience with working in compliance with state and federal programs. Our services have always worked within the guidelines of the state of Michigan and federal guidelines as it relates to provided service in the areas of academia and behaviorism. We endeavor to offer programs that are more focused on supporting the overall reforms of the Michigan Department of Education, school districts, and schools, and ensuring that all children--whatever their background and whatever school they attend--can reap the benefit of those reforms.

Our services are executed with fidelity and every effort is made to ensure that the integrity of our business is not lost, nor abused. The following evidence our experience in the aforementioned programs:

M.A.D.E. is an approved SES provider who has provided 21<sup>st</sup> Century learning experiences to many children living at or below the poverty level in qualifying **Title I schools**. Our exemplary approval rating has been based on services provided to thousands of students, with our greatest clientele from Detroit Public Schools. We have also provided after-school services to schools that qualified for targeted and/or school-wide assistance, using certified teachers and college students.

Working with Title I schools require knowledge in curriculum. As a result, our programs were designed to be in alignment with **the Michigan Curriculum Framework, Michigan Grade Level Content Expectations, Michigan High School Content Expectations and Michigan Merit Curriculum**. These curriculum plans, were important to properly create lesson plans for after-school programs that mirrored benchmarks and standards that are tested on the **MEAP** and **MME exams**. Our tutors receive, within their embedded professional development, strategies to teach at all levels for grades K-12.

For students who need varying accommodations, in compliance with the **IDEA**, every effort is made to ensure that students participating in our program have the opportunity to do so in the least restrictive environment. We employ special education teachers, social workers and speech pathologist, when necessary, to ensure that all students are able to matriculate in our programs.

All services rendered have been within the scope of individual schools' **school improvement plan** and **CNA**.

Our qualifications, depth, and breadth of knowledge make us qualified and capable to work in a targeted assistance or school-wide assistance school. In many cases, after our schools began to make AYP, they maintained contracted services with our company due to the effectiveness of our programs.

The services provided across the gamut supports the various milieus of academic development. The thrusts within our offerings address curriculum development that supports standardized testing, which includes Work keys and ACT; benchmark assessments given to participants that

are aligned with the state's bench marks and components that address the at-risk factors of students such as conflict resolution, health and safety and poverty.

Our Orchard program is aligned with the guidelines established by the National Reading Panel (NRP), the National Council of Teachers of English (NCTE), and the National Council of Teachers of Mathematics (NCTM). The science curriculum that we use promotes the concepts stressed in the National Science Education Standards. More recently, our work in STEM programs has helped minorities gain successes and exploratory experience in the areas of science, technology, engineering and mathematics. With the motivating, robust, correlated content, we provide in our after-school tutorial and SES programs, we maintain the following:

- Balanced content-math concepts are both computational and conceptual, reading programs are cross-curricular.
- Accommodation of the needs of every student from challenging advanced students to providing reinforcement to below grade level learners- with flexible engaging instruction.

Our staff works closely with teachers and administrators in staff development trainings to teach them strategies that:

- Allows for differentiated instruction and progress monitoring.
- Help to link instruction and student progress to state standards.
- Aggregate and disaggregate data across all classes.
- Assign interval assessments based on a predetermined schedule to benchmark student progress and refine students' learning paths.

We have had great success rates working with schools, like Dixon Elementary in Detroit, who was removed from the Persistently Lowest Achieving List. Our efforts were factors that contributed to some of those schools being removed from the list. We have also worked with schools such as Ann Arbor Trail and Coffey Middle School in Detroit and assisted in their turn-around status.

We service 90% of Title I schools in Detroit and Pontiac. We understand that the purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. We support this purpose by —

- ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;

- improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- providing children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- promoting school-wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content.

### **Exemplar 5: Sustainability Plan** **(15 points possible)**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

**Exemplar 5 Narrative Limit:** 2 pages (insert narrative here)

**In raising student achievement, school leaders are only as effective as their faculty and therefore a sustainability plan must be in place at the culmination of services. To support the continued learning and effectiveness of teachers, school leaders will be encouraged to establish the following:**

**Emphasize the importance of continued learning for all faculty• through effective forms of job embedded professional development.**

**Work to develop a school culture among teachers in which continued learning • is considered an essential aspect of professional practice. Emphasize this goal at faculty meetings, upon hiring new teachers, and during formal and informal meetings with teachers.**

**Identify and support effective instructional facilitators• among the faculty. Provide these facilitators with specific training for collaborating with adults, ongoing resource support, and incentives, so that they can facilitate effective job embedded professional development for their colleagues.**

**Provide common teacher learning time, distinct from planning time. • Release teachers as appropriate to visit other teachers' classrooms, engage in collaborative teaching, and participate in other collaborative activities.**

**Use student performance data• to inform decisions about professional development.**

M.A.D.E. has developed a training process to maintain and ensure sustainability. At the helm of this process is establishing the school organization and governance for long-term and post contracted success. We do this by providing clients with the following within the first 30 days of contract:

- intervention report

A summary of findings of the most reliable research on a given program, practice, or policy in education.

- practice guide

Recommendations for educators to address challenges in their classrooms and schools.

- quick review

A timely and objective assessment of recent research.

- protocol

A formal document developed to determine the scope of a review.

Our intent is to work in concert with the administration of individual schools and its stakeholders to provide a sustainability plan; however, our role is to provide support and recommendations that may include the following:

### ***School Improvement Plan(s)***

All plans should be consolidated into a single school plan that is strategic, concise, and action-oriented. We will work with school leaders to draw upon best practice models, while spending their time carefully aligning specific action items and school budgets with school-level data analysis in order to ensure programs are based on school need. Those creating the plans should be responsible for their implementation.

### ***Stakeholders and School Collaboration***

Effective action comes from the alignment of responsibility and accountability, and the presence of sustained support. M.A.D.E. will work with the school to create a partnership zone within the **first year**. Depending on the scope of the CNA and school improvement plan, we will help schools form internal improvement teams comprised of a diverse group of school stakeholders, under the leadership of the principal. M.A.D.E. can facilitate internal teams visiting other exemplar schools, help provide recommendations for the school's strategic plan, and provide on-going support for the achievement of performance standards on which they are also being measured.

### ***Funding Streams and Education on Advocacy***

It is expected that the state will provide greater flexibility in the use of categorical funding in exchange for greater accountability for results. It is M.A.D.E.'s belief that states should withhold funding if significant progress is not made within three years. In exchange for greater flexibility, states and districts should hold schools accountable for results. Thus, by **year two**, we endeavor to work with schools to ensure that funding is not lost, by providing evidence of growth and development. When applicable, our team will work with local schools to seek funding (via grant writing, etc.) to provide funds to support and sustain programs not funded by the state and federal government.

### ***Mentoring/Coaching from Retired Administrators and Teachers***

M.A.D.E. employs retired teachers and administrators on a need basis. We have staff that serves as "Turnaround and Transformation" reform specialists who provides on-going, comprehensive support, professional development in **years 1-3**.

Our goal is to develop internal coaching mechanisms such as identifying "master" teachers who will train other teachers. Within well-designed school clusters, we intend to work closely with principals to assist in meeting regularly to share practices, provide support, monitor progress, and mutually ensure results.

### ***Continued After-school Programs***

After-school programming can be a valuable part of successful school transformation, but only as part of a more comprehensive and integrated system of accountability for results. Our goal is to train school personnel and qualified persons to deliver services beyond the contracted service

period.

***Culmination of Services:***

A meeting to be held with the school leadership and school improvement team in an advisory role ONLY:

- Development of clear yearly, quarterly, and monthly goals for school progress
- Use of thorough analysis to identify areas of concern that may be impeding the school's ability to reach established goals
- Identification of specific instructional targets for students by completing a root cause analysis
- Development of achievement plans that are reviewed quarterly to determine progress both on school-wide goals and specific instructional targets for students.

By the end of the contracted 3-year period, the following should be evident:

*Strong leadership.* Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change.

*Maintain a consistent focus on improving instruction.* There should be a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should be using data to set goals for instructional improvement, making continual changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals.

*Have a committed staff.* The school leader should have a staff that is committed to the school's improvement goals and qualified to carry out school improvement.

**Exemplar 6: *Staff Qualifications***  
**(15 points possible)**

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

**Exemplar 6 Narrative Limit:** 1 page plus vitae for personnel (insert narrative and vitae here)

All programs are facilitated by **a group of diverse professionals with over 20 years of experience** in training, staff development, creating programs, and implementing services that are meaningful and effective. Staffs are selected based on their skill-set and ability to provide services to school-aged students, parents and school staff. While qualified staff (i.e. certified teachers, administrators, college students, social workers, etc.) are often contracted to provide additional support and services, the core staff members are college-educated practitioners who bring unique experiences and skill-sets to the services we offer.

Staff members include:

***Sabrina Jackson***, Full Service Program Director, responsible for program development, data, compliance, staffing, SES and coordination of services.

***Taiwan Waters***, Program Director, responsible for conflict resolution programs and monitoring compliance of federal, state and local grants and programs.

***Johnnie Boone and Randy McNeil***, Student Program Directors, responsible for coordination of after-school programs.

***Audrean Williams***, Parent Engagement Specialist, responsible for parenting programs, seminars and workshops.

***Evelyn Mann***, Education Specialist, responsible for academic programs, which includes staff development and after-school tutorial.

***Paulette Horton and Stanley Young***, Services Coordinators, responsible for contracts and full-service supply sales. ***Wendy Meyers***, Social worker, responsible for conflict resolution and parenting workshops and RTI.



## **SECTION C: ASSURANCES**

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

## SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

**Licensure and  
Insurance information  
is on file at MDE**

